ON05679

The Middlesex County Board of Education

SUPPLEMENT TO THE

PROGRAM PLAN

1989 - 1990

CURRICULUM MANAGEMENT PROCESS

"Today's child, tomorrow's future"

TABLE OF CONTENTS

		PAGE
I	INTRODUCTION	1
II	CURRICULUM MANAGEMENT PROCESS	8
III	SYSTEM IMPLEMENTATION PLAN	10
IV	SCHOOL/DEPARTMENT IMPLEMENTATION PLAN	12
V	SUBJECT DISCIPLINE IMPLEMENTATION PLAN SCIENCE - SAMPLE	19
VI	STATUS OF MINISTRY AND BOARD DOCUMENTS	

INTRODUCTION

The Middlesex County Board of Education Program Plan, 1989-90 indicates that

> "the Ministry is continuing to refine present curriculum documents. Changes are occurring in all divisions which will require the careful use of human and financial resources. Consequently, managing change effectively is becoming increasingly more important."

In order to provide direction for the management of curriculum, the Ministry has issued a new document, Curriculum Management, 1988 which expands on the 1982 draft document Curriculum Policy: Review-Development-Implementation and confirms its basic curriculum management philosophy.

The Program Plan which is published each year identifies the action plans that will be undertaken to achieve the objectives associated with the System Aims and Emphases. The steps of a curriculum management process are followed in carrying out these action plans.

It is intended that this document will

a) describe the curriculum management process;
b) identify responsibilities associated with each phase of the process;
c) provide all personnel responsible for program, with essential information for reviewing, developing, and implementing curriculum; and
d) identify the status of Ministry and system program documents in terms of review, development, and implementation.

The Middlesex County
Board of Education

THE CURRICULUM MANAGEMENT PROCESS

"Today's child, tomorrow's future"

CURRICULUM MANAGEMENT PROCESS

REVIEW PHASE

TASK	ACTIVITIES	RESPONSIBILITY
define evaluation parameters	- identify focus of evaluation - identify use of results - identify potential decisions to be made - identify review team - prepare team for tasks	- supervisory officer(s), consultant(s)/resource teacher(s)
choose an appropriate methodology	- identify specific questions - identify best sources of information - identify best ways of collecting information from each source - select best form of data for method of analysis to be used for each question - determine procedure for conducting review	Review Team - supervisory officer(s) - consultant(s)/resource teacher(s) - representatives from groups such as principals/vice-principals, department heads, teachers
plan for data collection, analysis, and reporting	- develop a plan that includes . instrument development . in-service activities . sample selection . a schedule of activities . drafting letters, memos, and other correspondence - validate the plan with all concerned - identify the personnel responsible for each activity - plot each activity in chronological order to form a schedule	- review team

collect and compile data	- conduct in-service and education for participants in the review	- review team
	- develop and/or select instruments	
	- prepare instruments	
	- select samples and make personal contacts	
	- collect data using instruments	
	- compile data	
analyse and report data	- summarize the data	- review team
	- synthesize the results	
	- identify conclusions	
	- prepare report including recommendations for action	- supervisory officer(s), consultant(s)/resource teacher(s)
	- assess the process used and the quality of the data and the report	- review team

DEVELOPMENT PHASE

TASK	ACTIVITIES	RESPONSIBILITY
identify goals and objectives for the new/revised guidelines/policy	- participate in Ministry familiarization process - distribute Ministry guidelines/policy to schools - ensure that all parties are familiar with appropriate aspects of guideline/policy, through use of a means such as a synopsis - develop criteria for selection of writing team - establish writing team - provide team in-service for document design and writing skills - carry out a gap analysis to identify potential obstacles to implementation and to determine nature and degree of changes required - establish criteria for the quality of work to be produced	- supervisory officer(s), consultant(s)/resource teacher(s)
develop growth schemes for students	- identify instructional objectives	- writing team
sequence and package instructional objectives written as learning outcomes	- sequence instructional objectives - pilot or field test if necessary - group instructional objectives	

select appropriate teaching strategies and learning activities	-	identify a variety of teaching strategies and learning activities	- writing team
	-	pilot or field-test if necessary	
select appropriate strategies for evaluating student achievement	-	design appropriate evaluation strategies to match goals and instructional objectives	- writing team
develop written course materials	-	develop course of study and/or instructional resource guide	- writing team
	-	develop and/or obtain needed resource materials	
	-	write final document for validation and Board approval	
	-	revise documents if necessary	

IMPLEMENTATION PHASE

TASK	ACTIVITIES	RESPONSIBILITY
initiate implementation of the new documents	- establish implementation team - present overview of documents to principals, vice-principals and department heads - compare former and new documents focusing on planning, presentation, and evaluation expectations - develop long-term and short-term system plans for implementation - plan activities to overcome obstacles identified in the development phase	Implementation Team - supervisory officer(s), consultant(s)/resource teacher(s), representatives from the writing team
identify stages of professional growth (levels of use for teachers and other staff)	- determine levels of teacher professional growth i) awareness ii) early use iii) full use - design appropriate in-service activities to meet the needs of individual staff	- principals, vice-principals, department heads, consultants/resource teachers

develop strategies to overcome obstacles to implementation	- develop a long term and short term plan for school/department - define, with teachers, the change and compare present practice to desired change - delineate all teacher concerns surrounding the change - list potential obstacles in sequence - design and arrange in-service programs for staff, parents, and others that focus on the changes, concerns and the stages of growth for the implementation phase - field-test strategies and revise as required - develop support resource material as required	- principals, vice-principals, department heads, consultants/resource teachers

develop and carry out implementation	- develop implementation guides and resources for school use - provide resources where needed - develop and carry out continuous in-service for prinicpals, department heads and teachers - consider the use of coaching and peer sharing among teachers in formal and informal settings - design action plans for staff development - develop plans to monitor system, school and classroom implementation	- supervisory officer(s), implementation team, principals, department heads, and teachers
monitor growth in implementation	- establish monitoring plans	- supervisory officer(s), consultant(s)/resource teacher(s), principals, vice-principals, department heads as required
	- carry out monitoring plans and assist principals and department heads continuously to ensure they play a direct leadership role - monitor and assist resource staff to ensure they play a facilitating role	- consultant(s)/resource teacher(s)

The Middlesex County
Board of Education

SYSTEM IMPLEMENTATION PLAN

ACTIVITIES AND RESPONSIBILITIES IDENTIFIED

"Today's child, tomorrow's future"

IMPLEMENTATION PLAN
FOR THE SYSTEM
OUTLINING ACTIVITIES AND RESPONSIBILITIES IN THE THREE PHASES

AWARENESS PHASE

ACTIVITIES	RESPONSIBILITY
- oversee the design of long-term and short-term plans for implementation	- supervisory officer
- assist, as required, with familiarization of principals, vice-principals and department heads with basic thrusts of new course documents	
- oversee the work of support resource staff in co-ordinating introductory in-service and development of strategies to overcome identified implementation obstacles	
- attend Ministry or curriculum discipline meetings and presentations related to new course document	
- develop system long and short-term implementation plans	- consultant and/or resource teacher

EARLY USE PHASE

ACTIVITIES	RESPONSIBILITY
- oversee the work of support resource staff, principals and department heads throughout early use phase	- supervisory officer
- consult with consultant, resource teachers, principals and department heads as needed	
- develop and carry out ongoing in-service for principals, department heads and teachers as required	- consultant and/or resource teacher(s)
- assist with the use of coaching and peer sharing among teachers	
- begin to monitor implementation process and report findings to Superintendent	

FULL USE PHASE

ACTIVITIES	RESPONSIBILITY
- oversee the monitoring of implementation process and assist, as required, with the work towards attainment of complete implementation of new course documents	- supervisory officer
- meet with consultants, principals and/or department heads and discuss the changes required to attain full implementation	
- continue to monitor the implementation at system, school and classroom levels	- consultant
- determine changes or modifications required to attain full implementation	
- meet with principals, department heads and/or teachers to discuss ongoing implementation requirements	

- design and carry out in-service for principals and department heads to introduce new course
- prepare, as required, GAP analysis profiles identifying present Board status and new Ministry directions in guidelines
- develop plans to overcome obstacles identifed by GAP analysis
- identify stages of professional growth in conjunction with long-term implementation plans
- assist with the acquisition of support resource materials
- work with principals, department heads and teachers
- develop plans to monitor system implementation process

- oversee the field testing of support resources and co-ordiante revisions as required
- design and arrange in-service programs for staff and parents that focus on the changes, concerns and the stages of growth for the implementation phase

- provide and/or coordinate continued ongoing in-service as required

The Middlesex County
Board of Education

SCHOOL/DEPARTMENT IMPLEMENTATION PLAN

ACTIVITIES AND RESPONSIBILITIES IDENTIFIED

"Today's child, tomorrow's future"

IMPLEMENTATION PLAN
FOR A SCHOOL/DEPARTMENT
OUTLINING RESPONSIBILITIES IN THE THREE PHASES

AWARENESS PHASE		EARLY USE PHASE		FULL USE PHASE	
ACTIVITIES	RESPONSIBILITY	ACTIVITIES	RESPONSIBILITY	ACTIVITIES	RESPONSIBILITY
- attend in-service sessions introducing new course documents to the system - attend conferences and regional workshops introducing new guidelines or course documents - begin to assemble support resources required by the school to use in early use phase of implementation - familiarize teachers with basic thrusts of new course documents - develop school implementation long and short term plans - develop plans to monitor school implementation process - attend in-service session or meetings to introduce new course documents	- principals, department heads - teachers	- participate in in-service activities as required - acquire resources and materials needed by the school to implement new course documents - provide in-service for teachers - carry out and monitor school implementation plan - assist with the informing of parents of new directions of Board and Ministry thrusts related to new guidelines and course documents - consult with superintendent, consultant, other principals and/or department heads - participate in in-service activities	- principals, department heads - teacher	- continue to monitor school implementation plans - work with individuals/groups assisting with the classroom implementation as required - provide feedback to superintendents and resource staff on degree of implementation - meet with other principals/ department heads to discuss concerns and difficulties to share effective strategies - continue to acquire resources and support materials as needed - use coaching and peer sharing strategies with teachers as needed	- principal, department heads

- attend familiarisation introductory meetings and/or in-service	- meet with other teachers and discuss progress, concerns and difficulties (if any) - begin to develop long-range unit and/or daily plans - begin to acquire resources necessary for teachers and student use - adapt and adjust materials and teaching practises to meet needs of students - provide feedback to principals, department heads, consultants and/or superintendents on new program and resources - monitor at the classroom level the early implementation process	- continue to monitor classroom implementation - attend in-service session related to new documents - continue to adjust and modify new program to meet student needs - meet with other teachers, principals, department heads and resource staff to discuss program implementation and share ideas - provide feedback to principals, department heads, resource staff and supervisory officers as requested - continue to acquire necessary support resources as needed	- teacher

The Middlesex County
Board of Education

SAMPLE SUBJECT DISCIPLINE IMPLEMENTATION PLAN - SCIENCE

SYSTEM PLAN
ELEMENTARY SCHOOL PLAN
SECONDARY SCHOOL PLAN

"Today's child, tomorrow's future"

SAMPLE
IMPLEMENTATION PLAN FOR THE SYSTEM
SCIENCE INTERMEDIATE AND SENIOR DIVISIONS

YEAR 1 - AWARENESS PHASE

Responsibility - Superintendent
- Consultant
- Special Assignment
Teacher:Curriculum Management

TASK	ACTIVITIES
initiate implementation of the new documents	- develop system long range and short term implementation plans - present synopsis of Science, Intermediate and Senior Divisions 1987, Part I, to elementary and secondary principals and department heads at September meeting - outline planning, presentation and evaluation expectations for principals and heads in memo and distribute to schools - schedule visits to schools to present mini-workshop on planning and use of instructional resource guides - show slides and present resource package prepared by STAO to department heads at September meeting - present "Implementation Profile" to department heads and elementary principals at October meeting - present system implementation plan to department heads and elementary principals and assist them with the development of school implementation plans for science documents

identify stages of professional growth	- define and prepare a package outlining the three stages of teacher growth i) awareness ii) early use and full use for new science documents - introduce 9 - OAC teachers to new document thrusts through department meetings with superintendent and consultant - introduce Grade 7-8 science teachers to new document thrusts and instructional resource guides at October 20 Workshop at Parkview school - meet with department heads and representative Grade 7-8 teachers to design appropriate in-service activities

develop strategies to overcome obstacles to implementation

- prepare a list of potential obstacles in co-operation with department heads and elementary principals
- assist Grade 7-8 teachers and principals with identification of needed support resource material by developing and distributing a resource list
- visit elementary and secondary classrooms randomly selected to discuss and monitor awareness phase of implementation in fall and winter terms
- organize winter term family of schools mini-workshops on "Problem Solving Approaches" to Science Fair Project unit
- meet with department heads in winter and spring terms to monitor awareness phase implementation
- meet with elementary principals and department heads to discuss potential obstacles and develop action plans (system and school based) to overcome obstacles
- make presentations at parents' night meetings regarding new science guideline changes
- make presentation of new documents and implementation plans to Program Advisory Council and Academic Affairs Committee in winter term
- meet with superintendent and department heads to assess awareness phase plans and adjust early use phase implementation plan as required in May and June
- collect from schools all document revision suggestions and make required changes during summer
- prepare a report on awareness phase implementation for Superintendents

SAMPLE
IMPLEMENTATION PLAN FOR ELEMENTARY SCHOOL
SCIENCE INTERMEDIATE DIVISION
AWARENESS PHASE

YEAR 1 - AWARENESS PHASE

Responsibility - Principal

TASK	ACTIVITIES
initiate implementation of the new documents	- prepare a school implementation plan - attend consultant's introductory workshop on new science courses - meet with Grade 7-8 science teachers and discuss implementation plans - present to Grade 7-8 staff an outline prepared by consultant and superintendent regarding planning, presentation and evaluation expectations - distribute and discuss use of instructional resource guides - identify and begin to acquire support resource materials required for new document implementation - carry out gap analysis to identify the present status of the school and staff and the eventual desired full implementation of new courses by using the "Implementation Profile" provided by consultant
identify stages of professional growth (levels of use for teachers)	- determine the present status of teacher abilities to implement new course by finding out which stages each is at i) awareness ii) early use iii) full use - prepare and carry out an in-service program for staff and individuals by providing a variety of activities such as

i) opportunities to attend system and provincial workshops (such as STAO, Conferences)
ii) visitation to other classrooms and schools
iii) arranging for "peer" coaching within staff or with another school
iv) arrange a mini-workshop with the consultant to meet individual needs as required
v) teachers attend workshop on "Problem Solving and the Science Project" in winter term

develop strategies to overcome obstacles to implementation

- work with staff to identify a list of potential obstacles
- identify the new curriculum changes and compare present practices with desired change
- list all teacher concerns regarding the required changes
- prepare action plans to overcome potential obstacles identified
- inform parents of new curriculum changes
- field-test new curriculum strategies provided in instruction resource guides and maintain an ongoing list of revision suggestions
- prioritize support resource material acquisitions and make necessary changes to budgets to allow for purchase of required materials
- monitor awareness phase implementation and adjust long range plans as needed
- visit classrooms and monitor classroom implementation of new courses
- inform superintendent and/or consultant of awareness phase implementation progress
- send to consultant course revision suggestions in May and June for summer update

SAMPLE
IMPLEMENTATION PLAN FOR SECONDARY SCHOOL
SCIENCE INTERMEDIATE AND SENIOR DIVISIONS
AWARENESS PHASE

YEAR 1 - AWARENESS PHASE

Responsibility - Department Head

TASK	ACTIVITIES
initiate implementation of the new documents	- make necessary changes to school year calendars - prepare a department implementation plan - meet with principal and discuss implementation plan - present an overview, using STAO slides, of new documents for discussion with teachers in the department along with the school implementation plan - present outline prepared by consultant and superintendent regarding planning, presentation and evaluation expectations to teachers and distribute and discuss use of instructional resource guides - use "Implementation Profile" provided by consultant with teachers to identify gaps between the intended and achieved curriculum - identify and begin to acquire required resource material for classroom and library
identify stages of professional growth	- use package outlining stages of use of implementation provided by consultant to identify individual teacher status re implementation of new documents - establish with teachers a curriculum implementation monitoring system and action plans including in-service program for year I implementation - provide in-service activities on individual and department basis

develop strategies to overcome obstacles to implementation	- list potential obstacles identified by "Implementation Profile" survey and from meetings with consultants and other department heads - develop with department teachers strategies for overcoming obstacles such as peer coaching, teacher visits to other classrooms, an ongoing monitoring program of department meetings classroom visits, revision suggestions on instructional resource guides - inform principal of implementation progress and alter schedule as needed - provide opportunities for staff to attend system and provincial workshops on new course implementation - meet with other department heads to discuss implementation progress and share ideas on how to overcome potential obstacles - meet with teachers to assess awareness phase - meet with consultant and superintendent to assess awareness phase plans and adjust early use phase as needed - collect from teachers all new document revision suggestions and send to consultant for changes during summer

The Middlesex County
Board of Education

STATUS OF MINISTRY

AND BOARD DOCUMENTS

"Today's child, tomorrow's future"

PRIMARY DIVISION

Ministry Document

Core French 1985

Board Document

Grade 1 Immersion

Grade 2 Immersion

Grade 3 Immersion

Grade 4 Immersion

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1988	*	1989	1989 Sept.	1990	1991	
		*	1989	1990	1990	1991	1992	
			1990	1991	1991	1992	1993	
			1991	1992	1992	1993	1994	

PRIMARY DIVISION

Ministry Document

KINDERGARTEN 1966

Board Document

Middlesex County Board of Education Basic Course of Study Kindergarten (1979)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
			1977	1979		1980	*	

PRIMARY DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Middlesex County Board of Education Basic Course of Study English Grades 1 to 3 (1985)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
			1984	1984	1985			
	1985							1985
				1985		1986	*	

PRIMARY DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Middlesex County Board of Education Basic Course of Study English Grades 4 to 6 (1985)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
			1984	1984	1985			
	1985							1985
				1985		1986	*	

PRIMARY DIVISION

Ministry Document

The Formative Years
1975

Board Document

Basic Course of Study
Mathematics Grades 1-6

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1985		1985	1985	1986	1986	1986	*	

PRIMARY DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Board Document Basic Course of Study Social Studies Grades 1-6 (1983 revision)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1974		1974	1974	1974	1974	1974	*	1983
1983		1983	1983	1983	1983	1983	*	

PRIMARY DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Themes in Health County Program Planning Guide K-3

Physical Education Primary-Gross Motor

Physical Education Scope and Sequence

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1978	1978	1978	1978	1978	*	
		1975	1975	1975	1975	1975	*	
		1976	1976	1976	1976	1976	*	

PRIMARY DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Basic Course of Study Science Grades 1-6 (1982 revision)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1982		1982	1982	1982	1982	1982	*	1988
1988		*	1989	1989	1989			

PRIMARY DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Visual Arts County Program Planning Guide

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1975	1975	1978	1978	1978	1978	*	1986	

PRIMARY DIVISION

Ministry Document

Music is Special, Children are Special (1981)

Board Document

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Grade K-1			1978	1978	1979	1979	1979	•	
Grade 2			1979	1979	1980	1980	1980	•	
Grade 3			1980	1980	1981	1981	1981	•	

JUNIOR DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Middlesex County Board of Education Basic Course of Study English Grades 1-6 (1985)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
			1983	1984	1984	1985	*	

JUNIOR DIVISION

Ministry Document

Core French 1985

Board Document

Grade 4 Immersion

Grade 5 Immersion

Grade 6 Immersion

Grade 4 Core

Grade 5 Core

Grade 6 Core

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
*		1990	1991	1992	1992	1993	1994	
*		1991	1992	1993	1993	1994	1995	
*		1992	1993	1994	1994	1995	1996	
			1985	1986	1986	1986	1987	
			1986	1986	1986	1987	1988	
		1987	1987	1987	1987	1988	1989	

JUNIOR DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Middlesex County Board of Education Basic Course of Study Mathematics Grades 1-6

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1985		1985	1985	1986	1986	1986	"	

JUNIOR DIVISION

Ministry Document

Music is Special, Children are Special (1981)

Board Document
Program Planning Guide - Music
Grade 4

Grade 5

Grade 6

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1981	1981	1982	1982	1982	*	
		1982	1982	1983	1983	1983	*	
		1983	1983	1984	1984	1984	*	

JUNIOR DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Program Planning Guide
- Physical Education

- Health Education

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
			1983	1984	1984	1984	1984	*	
			1983	1984	1984	1984	1984	*	

JUNIOR DIVISION

Ministry Document

The Formative Years
1975

Board Document

Middlesex County Board of Education Basic Course of Study Science Grades 1-6
(1982 revision)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1982		1982	1982	1982	1982	1982	*	1988
1988		*	1989	1989	1989	1990		

JUNIOR DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Middlesex County Board of Education Basic Course of Study Social Studies Grades 1-6 (1983 revision)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1974		1974	1974	1974	1974	1974	*	1983
1983		1983	1983	1983	1983	1983	*	
1990								

JUNIOR DIVISION

Ministry Document

The Formative Years (1975)

Board Document

Visual Arts County Program Planning Guide

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1975		1975	1975	1978	1978	1978	*	1983
						1984	1985 *	

INTERMEDIATE DIVISION

Ministry Document

Business Studies

Board Document

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
BAI 2 General Accounting				1988	1988	1988		1990	
BMM 1 Basic Merchandising				1988	1988	1988		1990	
BMM 2 Basic Merchandising				1988	1988	1988		1990	
BKI 1 General Keyboarding I				1988	1988	1988		1990	
BKI 1 Basic Keyboarding I				1988	1988	1988		1990	
BKA 2 Basic Keyboarding II				1988	1988	1988		1990	
BAR 2 Basic Recordkeeping				1988	1988	1988		1990	
BKA 2 General Keyboarding II				1988	1988	1988		1990	

INTERMEDIATE DIVISION

Ministry Document

English

	Review		Development			Implementation			
Board Document	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Grade 7 (1987-92)				1986	1988	1987			*
Grade 8 (1987-92)				1986	1988	1987			*
Grade 9A (1987-92)				*	1989	1989	1990	1991	

Note: Development of other Intermediate and Senior course based on the Grade 9 Advanced model to be considered by English Heads this year.

INTERMEDIATE DIVISION

Ministry Document

Family Studies

Board Document

NFM
Clothing

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1988	1988	1988	*	1989	1990	

INTERMEDIATE DIVISIGN

Ministry Document	Review		Development			Implementation			
Core French 1985	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Board Document									
Grade 7 Immersion			1993	1994	1995	1995	1996	1997	
Grade 8 Immersion			1994	1995	1996	1996	1997	1998	
Grade 9 Immersion			1995	1996	1997	1997	1998	1999	
Grade 10 Immersion			1996	1997	1998	1998	1999	2000	
Grade 7 Core	*		1988	1988	1989	1990	1991	1992	
Grade 8 Core	*		1990	1990	1990	1991	1992	1993	
Grade 9 Basic/General/ Advanced	*		1991	1991	1991	1992	1993	1994	
Grade 10 Basic/General/ Advanced	*		1992	1992	1992	1993	1994	1995	

INTERMEDIATE DIVISION

Ministry Document

Geography

Policy A, B

Board Document

Part C

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Grade 7 (1988-91)	To be done by Board Regional Writing Team *		*	1989	1989	1989	1990	1991	
Grade 8 (1988-91)		*	*	1989	1989	1989	1990	1991	
Grade 9A (1988-91)			*	1989	1989	1989	1990	1991	
Grade 9G (1988-91)			*	1989	1989	1989	1990	1991	
Grade 9B (1988-91)		*	*	1989	1989	1989	1990	1991	
Grade 10A (1988-91)			*	1989	1989	1989	1990	1991	
Grade 10G (1988-91)			*	1989	1989	1989	1990	1991	
Grade 10B (1988-91)		*	*	1989	1989	1989	1990	1991	

INTERMEDIATE DIVISION

Ministry Document

Guidance

Board Document

Grade 7

Grade 8 (1984-88)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1985	1985	1985	1986	1987	1987	*	1989	
1985	1985	1985	1986	1987	1987	*	1989	

INTERMEDIATE DIVISION

Ministry Document	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
History and Contemporary Studies									
Board Document									
Part A Policy (1986)	To be done by Board Regional Writing Teams		1987	1988	1988	1988	*	1990	
Part B Early Canadian Gr. 7 Communities (1986-90)	To be done by Board Regional Writing Teams		1987	1988	1988	1988	*	1990	
Building the Gr. 8 Nation (1986-90)	To be done by Board Regional Writing Teams		1987	1988	1988	*	1990	1990	
Contemporary Gr. 9A Canadian Life in the Twentieth Century (1986-90)	To be done by Board Regional Writing Teams		1988	1988	1988	*	1990	1991	
Gr. 9G (1986-90)	To be done by Board Regional Writing Teams		1988	1989	1989	*	1990	1991	
Gr. 9B (1986-90)	To be done by Board Regional Writing Teams		1989	1989	1989	*	1990	1991	
Living in a Changing World 9A	To be done by Board Regional Writing Teams		*	1989	1989	*	1990	1991	
9G									

INTERMEDIATE DIVISION

Ministry Document

Mathematics

Board Document

Part 1
Gr. 9B (1985-88)
Gr. 10B (1985-88)

Part 2-3
Gr. 7 (1985-88)
Gr. 8 (1985-88)

Part 2
Gr. 9G (1985-88)
Gr. 10G (1985-88_

Part 3
Gr. 9A (1985-88)
Gr. 10A (1985-88)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
	1988 1988				1986 1986	1987 1987	1988 1988	
	1988 1988	1981 1981	1981 1981		1986 1986	1987	1988	•
	1988 1988	1981 1981	1981 1981		1986 1986	1987 1987	1988 1988	• •
	1988 1988	1981 1981	1981 1981		1986 1986	1987 1987	1988 1988	• •

Note: Grade 7-10, 1981 Mathematics Basic Courses of Study were deemed to be over 85% in compliance with 1985 Guidelines. Revisions will be done this year to bring them to 100%. Other courses Intermediate and Senior may be revised using a common course of study format to be determined by Mathematics Head, Intermediate-Senior Consultant and Superintendent.

INTERMEDIATE DIVISION

Ministry Document

Music (1972)

Board Document
Program Planning
Guide - Music
Grade 7

Grade 8

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1984	1984	1985	1985	1985	1986	
		1985	1986	1987	1987	1987	1988	

INTERMEDIATE DIVISION

Ministry Document

Curriculum Guideline for the Intermediate Division - Physical and Health Education (1978)

Board Document

Program Planning Guide Physical Education

Program Planning Guide Health Education

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1	1978	1978	1979	1979	1979	1979	1979	*	
	1978	1978	1979	1979	1979	1979	1979	*	

INTERMEDIATE DIVISION

Ministry Document	Review		Development			Implementation			
Science	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Board Document									
Part 1 (1987)									
Part 2 Gr. 7 (1987-90)			1987	1987	1988	1988	*	1990	
Gr. 8 (1987-90)			1987	1987	1988	1988	*	1990	
Part 3 Gr. 9G (1987-90)			1987	1987	1988	1988	*	1990	
Gr. 10G (1987-90)			1987	1987	1988	1988	*	1990	
Part 4 Gr. 9A (1987-90)			1987	1987	1988	1988	*	1990	
Gr. 10A (1987-90)			1987	1987	1988	1988	*	1990	
Part 5 Gr. 9B (1987-90)			1987	1987	1988	1988	*	1990	
Gr. 10B (1987-90)			1987	1987	1988	1988	*	1990	

INTERMEDIATE DIVISION

Ministry Document

Technological Studies
Intermediate & Senior
Division 1985-1987

Board Document

Transportation 1986
Automotive Mechanics
9-10

Construction 1986
Woodwork 9-10

Electrical 1985
Applied Electricity
Electronics 9-10

Graphics 1986
Drafting 9-10

Manufacturing 1986
Machine Shop 9-10
Welding 9-10

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1987	1987	1988	1988	*	1989	
		1987	1987	1988	1988	*	1989	
		1987	1987	1988	1988	*	1989	
		1987	1987	1988	1988	*	1989	
		1987	1987	1988	1988	*	1989	

INTERMEDIATE DIVISION

Ministry Document	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Curriculum Guidelines Visual Arts Intermediate and Senior 1986-1990									
Board Document									
Grades 7 and 8	1987		*	1989	1989	1989	1989	1990	
Grades 7 and 8 Foundation Comprehensive (9-10)	1987		*	1989	1990	1989	1989	1990	
Grades 9 and 10			*	1990	1990	1990			

SENIOR DIVISION

Ministry Document

Business Studies

Board Document

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
BPC 3 General Data Processing Concepts			1988	1988	1988	*	1989	1989	
BSI 4 General Information Processing			1988	1988	1988	*	1989	1989	
BAC 3 Advanced Accounting			1988	1988	1988	*	1989	1989	
BSN 3 General Notemaking			1988	1988	1988	*	1989	1989	
BAA 4 General Accounting			1988	1988	1988	*	1989	1989	
BCS 3 Basic Consumer Studies			1988	1988	1988	*	1989	1989	
BLW 4 Advanced Law			1988	1988	1988	*	1989	1989	
BKW 3 General Keyboarding III			1988	1988	1988	*	1989	1989	
BSH 3 General Shorthand			1988	1988	1988	*	1989	1989	
BMK 3 General Marketing			1988	1988	1988	*	1989	1989	

SENIOR DIVISION

Ministry Document

Business Studies

Board Document

BCS 3 General Consumer Studies

BSN 3 Advanced Notemaking

BOS 4 General Management Studies

BMR 3 General Retailing

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1988	1988	1988	*	1989	1990	
		1988	1988	1988	*	1989	1990	
		1988	1988	1988	*	1989	1990	
		1988	1988	1988	*	1989	1990	

SENIOR DIVISION

Ministry Document

Family Studies

Board Document

NFM
Clothing

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1988	1988	1988	*	1989	1990	

SENIOR DIVISION

Ministry Document

Core French 1985

Board Document

Grade 11 Immersion

Grade 11 General

Grade 12 General

Grade 11 Advanced

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1997	1998	1999	1999	2000	2001	
*		1989	1990	1991	1992	1993	1994	
*		1990	1991	1992	1993	1994	1995	
*		1992	1992	1992	1992	1993	1994	

SENIOR DIVISION

Ministry Document	Review		Development			Implementation			
Geography	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Board Document									
Physical B Geography (1988-92)	Done by Board Regional Writing Team *		*	1989	1990	1990	1991	1992	
Physical C Geography (1988-92)	*		*	1989	1990	1990	1991	1992	
Physical A Geography (1988-92)	*		*	1989	1990	1990	1991	1992	
Regional C Geography (1988-92)	*		*	1989	1990	1990	1991	1992	
Regional A Geography (1988-92)	*		*	1989	1990	1990	1991	1992	

SENIOR DIVISION

Ministry Document

History and Contemporary Studies Part C

Board Document

		Review		Development			Implementation			
		Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Civilization in History (1987-90)	A	To be done by Board Regional Writing Team		1988	1989	1989	*	1990	1991	
(1987-90)	G	To be done by Board Regional Writing Team		1988	1989	1989	*	1990	1991	
American History (1987-90)	A	To be done by Board Regional Writing Team		1988	1989	1989	*	1990	1991	
Law (1987-90)	G	To be done by Board Regional Writing Team		1988	1989	1989				
Politics (1987-90)	A	To be done by Board Regional Writing Team		1988	1989	1989				
Society: Challenge and Change (1987-90)	G	To be done by Board Regional Writing Team		1988	1989	1989	*	1990	1991	

SENIOR DIVISION

Ministry Document

Mathematics

Board Document

Part 1
Gr. 11B (1985-88)
Gr. 12B (1985-88)

Part 2
Gr. 11C (1985-88)
Gr. 12C (1985-88)

Part 3
Gr. 11A (1985-88)
Gr. 12A (1985-88)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
	1988	School Document (1986)	School Document (1986)		1985 1986	1986 1987	1987 1988	• •
	1988	School Document (1986)	School Document (1986)		1985 1986	1986 1987	1987 1988	• •
	1988	School Document (1986)	School Document (1986)		1985 1986	1986 1987	1987 1988	• •

See note at bottom of Intermediate Division, Mathematics.

SENIOR DIVISION

Ministry Document

Curriculum Ideas for Teachers (1983)

Music

Board Document

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision

SENIOR DIVISION

Ministry Document	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Curriculum Guideline for the Senior Division Physical and Health Education (1975)								*	
Board Document									
Physical and Health Education Senior Division					1988	1989	1989	1990	
Physical and Health Education Intermediate and Senior (1988)									

SENIOR DIVISION

Ministry Document

Science

Board Document

Part 6
Gr. 11B (1988-91)
Gr. 12B (1988-91)

Part 12
Biology
Gr. 11A (1987-91)

Part 13
Chemistry
Gr. 11A (1987-91)

Part 14
Physics
Gr. 12A

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
To be done by Board Regional Writing Teams		* *	* *	1990 1990	1990 1990	1991 1991	1992 1992	
To be done by Board Regional Writing Teams			1988	1988	*	1990	1991	
To be done by Board Regional Writing Teams			1987	1988	*	1990	1991	
To be done by Board Regional Writing Teams		1988	*	1990	1990	1991	1992	

SENIOR DIVISION

Ministry Document

Technological Studies
Intermediate & Senior
Division 1985-1987

Board Document

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision

Senior (11-12) in above areas still using EP-27 (1970)
- new courses not available

SENIOR DIVISION

Ministry Document

Technological Studies
Intermediate & Senior
Division 1985-1987

Board Document

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision

Senior (11-12) in above areas still using RP-27 (1970)
- new courses not available

SENIOR DIVISION

Ministry Document

Science

Board Document

Part 6
Gr. 11B (1988-91)
Gr. 12B (1988-91)

Part 12
Biology
Gr. 11A (1987-91)

Part 13
Chemistry
Gr. 11A (1987-91)

Part 14
Physics
Gr. 12A

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
To be done by Board Regional Writing Teams		1988 1988	1989 1989	1990 1990	* *	1991 1991	1992 1992	
To be done by Board Regional Writing Teams		1988	1988	1988	*	1990	1991	
To be done by Board Regional Writing Teams		1987	1987	1988	*	1990	1991	
To be done by Board Regional Writing Teams		1988	1989	1989	*	1991	1992	

SENIOR DIVISION

Ministry Document

Curriculum Guideline
Visual Arts Intermediate and Senior
(1986-1990)

Board Document

General Level
Comprehensive 10-12

Advanced Level
Comprehensive 10-12

Special Series
Advanced Level 10-12

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1988		*	1989	1989	1989	1989	1990	
1988		*	1989	1989	1989	1989	1990	
1988		*	1989	1989	1989	1989	1990	

OAC DIVISION

Ministry Document

Business Studies

Board Document

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
BAC OA OAC Accounting Applications			1988	1988	1988	*	1989	1990	
BEC OA OAC Economics			1988	1988	1988	*	1989	1990	

OAC DIVISION

Ministry Document

English

Board Document

OAC I Language and Literature (1984-87)

OAC II Writer's Craft (1984-87)

OAC III Studies in Literature (1984-87)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		School Document			1985	1986	*	
		School Document			1985	1986	*	
		School Document			1985	1986	*	

OAC DIVISION

Ministry Document

Family Studies

Board Document

NFM
Clothing

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		1988	1988	1988	1988	*	1990	

OAC DIVISION

Ministry Document

OAC French

Board Document

FSF - OA interim

FSG - OA Interim

FSF - OA

FSG - OA

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Ministry *		1987	1987	1988	1988	1988	1989	1989
Ministry *		1987	1987	1988	1988	1988	1989	1989
1992		1993	1993	1994	1994	1995	1996	
1992		1993	1993	1994	1994	1995	1996	

OAC DIVISION

Ministry Document

Geography

Board Document

World Issues: Geographic Interpretations (88-92)

Canada: Its Environment and Economy (1988-92)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
To be done by Board Regional Writing Teams *		*	1989	1989	1990	1991	1992	
*		*	1989	1989	1990	1991	1992	
1988-89		*	1989	1989	1990	1991	1992	
1988-89		*	1989	1989	1990	1991	1992	

OAC DIVISION

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Ministry Document									
History and Contemporary Studies Part D	To be done by Board Regional Writing Teams		1988	1989	*	1990	1991	1992	
Board Document									
Modern Western Civilization (1987-92)	To be done by Board Regional Writing Teams		1988	1989	*	1990	1991	1992	
Canada in a North American Perspective (1987-91)	To be done by Board Regional Writing Teams		1988	1989	*	1990	1991	1992	
Law (1987-91)	To be done by Board Regional Writing Teams		1988	1989	*	1990	1991	1992	
Economics (1987-91)	To be done by Board Regional Writing Teams		1988	1989	*	1990	1991	1992	
Native Studies									

OAC DIVISION

Ministry Document

Mathematics

Board Document

Algebra and Geometry (1985-86)

Calculus (1985-88)

Finite Mathematics (1985-88)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
		School Document			1987	1988	1989	•
		School Document			1987	1988	1989	•
		School Document			1987	1988	1989	•

See note at bottom of Intermediate Division Mathematics.

OAC DIVISION

Ministry Document

Music

Not available yet.

Board Document

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision

OAC DIVISION

Ministry Document

Ontario Academic Courses - Physical and Health Education Draft

Board Document

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision

OAC DIVISION

Ministry Document

Science

Board Document

Part 12
Biology (1987-91)

Part 13
Chemistry (1987-91)

Part 14
Physics

Part 15
Science in Society
(1988-92)

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
To be done by Board Regional Writing Teams		1987	1988	1988	*	1990	1991	
To be done by Board Regional Writing Teams		1987	1988	1988	*	1990	1991	
To be done by Board Regional Writing Teams		1987	1988	1988	*	1990	1991	
To be done by Board Regional Writing Teams		1987	1989	1989	*	1990	1991	

OAC DIVISION

Ministry Document

Curriculum Guidelines Visual Arts Intermediate and Senior 1986-1990

Board Document

The Ontario Academic Course

Review		Development			Implementation			
Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
1989		1990	1990	1990	1990	1990	1990	

Ministry Document

Special Education
Course of Study
Programs for Trainable
Retarded Pupils

Board Document

	Review		Development			Implementation			
	Needs Assessment	Data Collection Analysis	2nd Generation document in process	Written Course Material Developed	Validation	Awareness/ Field Test	Early Use	Full Use	Revision
Part 1 (1986-87)	1986								
Part 2 (1987-88)			1986	1986	1987		1987	*	
Part 3 (1988-89)			1988	*	1989		1989	1989	
	*		1989	1989	1990		1990	1990	